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ABSTRACT

This curriculum guide presents a course description for teaching North Carolina state history and heritage to eighth grade students. A general topical outline, a list of resource materials, and 10 learning objectives are provided. Specific course topics, suggested class activities, and references to designated pages within the selected resource materials are included under each objective. A section entitled "Scope and Competency Goals" lists specific learning and achievement goals for each of the major areas of study. (JHP)

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NORTH CAROLINA: THE HISTORY OF AN AMERICAN STATE #4004

EIGHTH GRADE
REQUIRED YEAR COURSE
SOCIAL STUDIES CURRICULUM

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August, 1983

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PREFACE

This curriculum guide presents the framework for the basic courses within this academic discipline. Provided are enrollment guidelines to assist pupils, teachers, and support staff in developing student programs: course descriptions, performance expectations, and skills to be acquired within a course unit. The content of this guide provides minimum standards required for this course and that it is the responsibility of the teacher to provide the students of the particular class with texts, instructional resources, experiences etc., necessary to meet the individual needs of students.

The curriculum/staff development personnel, principals, program specialists and coordinating teachers are ready to assist any teacher with questions, concerns or problems in implementing this course.

As this curriculum guide outline is used in the classroom, teachers are asked to keep a record of changes that need to be made in order to improve the guide. These comments and/or suggestions should be forwarded to the area program specialist, school coordinating teacher, appropriate curriculum specialist, grade level or subject area chairperson.

NORTH CAROLINA: THE HISTORY OF AN AMERICAN STATE #4004

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NORTH CAROLINA: THE HISTORY OF AN AMERICAN STATE # 4004

COURSE OBJECTIVE:

This course is designed to give eighth grade students the opportunity to explore the heritage of North Carolina in relation to the remainder of the United States and to determine their role in the history of the state and future growth. In addition, the student should gain an awareness of values dominant in American society which have contributed to the devevelopment of the national culture and state traditions.

This guide is divided into a topical outline, objectives with suggestions and scope and competency goals.

METHODS OF PRESENTATION:

For the students to fully gain the understanding and impact of North Carolina upon history and him/herself, it is imperative that the teacher be flexible, creative and resourceful. In the following pages under the heading "Suggestions" many different possibilities have been described for conducting exercises and expanding student learning through involvement. Involvement and variation are necessary to maintain motivation.

The use of the video tape (VTR) equipment, slide projectors and the active creation of slide shows, viewing films which are "high quality" from rental agencies, etc., the making of filmstrips, role playing, debates, courts of inquiry, heavy use of small group centered activities, incorporation of music, stories, dress, maps and charts all tend to maintain student interest and consequently increase learning. Extensive wall decorations promote student questioning, especially when using unusal photos not often seen by students. The interdisciplinary approach is also beneficial by including science, math, art, literature and music to the social studies content In reviewing the "suggestions," note the inclusion of said disciplines.

Not all content can be "fun," but it can be made interesting and "different" from past experience. Especially recommended is the material found in the kits and Teacher Learning Center at SDC as listed under "Resources".

NORTH CAROLINA: THE HISTORY OF AN AMERICAN STATE #4004

TEXTBOOK:

Parramore, Thomas. North Carolina: The History of An American State. Prentice Hall Publishers.

SUPPLEMENTAL BOOKS:

Lefler, Hugh. North Carolina, Revised Edition. Harcourt Brace and World (old adopted textbook - now out of print.)

Parramore, Barbara The People of North Carolina. (1973, 1978) Sadlier Oxford Publishers.

Parramore, Thomas. Carolina Quest. Prentice Hall Publishers.

In addition, use of former texts on U.S. History would be resourceful.

BOOKLETS:

One can obtain a list or specific copies of titles which can aid your class and your presentation of material by contacting:

Historical Publications Section
Division of Archives and History
Department of Cultural Resources
Raleigh, N. C. 27611

Some of the titles which can be obtained for a small fee are:

1. North Carolina Legends
2. Colonial Homes in North Carolina
3. Indians in North Carolina
4. North Carolina as a Civil War Battleground
5. North Carolina During Reconstruction
6. North Carolina in the American Revolution
7. North Carolina's Role in the First World War
8. North Carolina's Role in World War II
9. The Pirates of North Carolina
10. The Wright Brothers and Their Development of the Airplane

Many additional booklets are available. It is highly recommended that you consider this source. The Teacher Learning Center (TLC) has a list of what is available from the Historical Publications Section.

KITS:

Each Media Center has each of the following:

1. "Red Clay, Gold Dust" video tape and kit
2. "Thunder in Carolina" video tape and kit
3. "Of Quilts and Sabers" Kit. Video tape may be taped off the air - Channel 42.

These kits include video tapes, games, information sheets and guides for presentation.

OTHER RESOURCES:

At the Staff Development Center you will find the Department of Indian Education. Rosa Winfree is the coordinator and may provide resource materials. Workshops are scheduled throughout the school year.

Educational Resources Information Center (ERIC) in the Curriculum Resource Center of the Staff Development Center.

The North Carolina Room of the main branch of the Public Library. Particular newspaper articles in the vertical file may be copied for classroom use.

The Teacher Learning Center: a host of materials on N.C. are collected in this room in addition to activities such as making badges, T-shirts, posters, laminating services, resource books containing games, etc. filmstrip making, bookbinding, stenciling and most any material you might need for class. Personnel are on hand to assist you.

NORTH CAROLINA: THE HISTORY OF AN AMERICAN STATE # 4004

TOPICAL OUTLINE:

I. The Land and Its Early People
   A. Geography
      1. The Land
         a. Regions
         b. Soil and Vegatation
      2. Climate and Water
         a. Agricultural Benefits
         b. Main Rivers
         c. Sounds
         d. Access to Ocean
      3. Variety Vacationland
   B. Indians of North Carolina
      1. Variety and Location of Early Cultures
      2. Life Styles
         a. Food and Housing
         b. Social and Governmental
         c. Religion
         d. Relationship Among Cultures
         e. Relationship to Nature

II. Discovery and Exploration
   A. Spanish and French Explorations
      1. Columbus
      2. Building the Spanish Empire in the New World
      3. Spaniards and French in North Carolina
      4. Reasons for Early Exploration
         a. Gold and Other Forms of Wealth
         b. Search for a Northwest Passage
   B. The First English Colonies
      1. Reasons for the English in America
      2. The Roanoke Adventure

III. Colonization
   A. Rivalry for Empire
      1. Establishment of Jamestown
      2. Indian - European Relations
      3. Increased English Settlement in America
   B. The Culpepper Rebellion
      1. Growth of Colonies in North Carolina
      2. Rebellion
   C. Establishment of Carolina Under the Proprietors
      1. Land Boundaries of Carolina
      2. Reasons for Granting of Land
      3. Proprietor Rule
   D. The Tuscarora War

IV. Continued Development of North Carolina: 1700 - 1775
   A. Piracy in North Carolina
   B. Many Europeans Settle in North Carolina
      1. Variety of Europeans Settling in N.C.
      2. Location of Nationalities in N.C.
      3. Path of Arrival to N.C.
      4. Reasons for Rising Immigration to N.C.
   C. Social Classes
      1. Living Standards of
         a. The Planter
         b. The Merchant
         c. Educators and Clergy
         d. The Small Farmer and Craftsman
      2. The Presence and Condition of Slavery and Servitude in Colonial N.C.

V. The Revolutionary Era: 1715-1800
  A. Expansion South and West
    1. Emergence of Sectionalism Within N.C.
    2. French and Spanish Threats
  B. Regulators and Revolutionaries
    1. The British "New Colonial Policy"
    2. The Regulator Movement
    3. Path Towards Rebellion of the Colonies
    4. The American Revolution
  C. A New State of the Union
    1. N.C. Under the Articles of Confederation
    2. The Constitution
      a. North Carolina's Objections
      b. Ratification
    3. The Federalist Years
VI. The State Asleep and Awake: 1800-1860
  A. The Republican Era
    1. Government in N.C.
    2. The War of 1812
    3. Beginnings of Reform
    4. Emergence of Jacksonian Democracy
      a. Influence within N.C.
      b. Removal of the Indians
  B. The Age of Reform
    1. Transportation
      a. Railroads
      b. Plank Roads
    2. Establishment of Public Schools
    3. Concern for the Handicapped, the Insane, Poor and Criminals
    4. Economic Growth
      a. Gold
      b. Textiles
      c. Tobacco
  C. Education and Literature
    1. Private and Public School Growth
    2. Writers from N.C.
    3. Historians
VII. National Crisis: 1787 - 1877
  A. Collapse of the National Compromise
    1. Slavery and Free Blacks
      a. Conditions and Revolts
      b. Abolitionists and Debate Concerning Slavery
    2. Sectional Conflict Nationally
  B. North Carolina and the Civil War
    1. Secession
    2. Course of the War
    3. End of the Civil War
  C. Reconstruction
    1. Immediate Problems
      a. Freed Blacks
      b. Black Codes
    2. Radical Reconstruction
    3. Return of White Rule

VIII. Rebuilding the State
- A. Moving into the National Economy
  - 1. Postwar Recovery
  - 2. Problems in Industry and Agriculture
    - a. Sharecropping
    - b. Unionism
- B. North Carolina Moves to the City
  - 1. Growth of Towns Prior to 1860
  - 2. Growth of Towns After 1865
    - a. Social Demands and Improvements
    - b. The Urban Crescent
- C. Triumph of Conservative Democrats
  - 1. Movements for Change
    - a. The Grange
    - b. Farmer's Alliance
    - c. Populists and the People's Party
    - d. Fussionists
  - 2. The Color Line
    - a. Intimidation Against Blacks
    - b. Jim Crow Legislation
    - c. Voting Discrimination

IX. Into the Twentieth Century: 1900-1950
- A. Progressive Era
  - 1. State Politics
  - 2. Progressive Reforms
- B. North Carolina and World War I
- C. The Twenties
  - 1. Industrial Progress
  - 2. Labor
  - 3. Social Aspects
- D. A Moderate State in a Liberal Nation
  - 1. The Great Depression
    - a. Hard Times in N.C.
    - b. The New Deal
- E. World War II
  - 1. Progress of the War
  - 2. North Carolina's Contributions
- F. Political Changes
  - 1. Governor Kerr Scott
  - 2. The "Communist Peril"
- G. Upward Path of Education

X. North Carolina in a Changing World: 1950 - Today
- A. Recent Achievements
  - 1. "Go Forward" Programs
  - 2. Civil Rights Movements
  - 3. Labor
- B. The Population of North Carolina
  - 1. Urban or Rural State
  - 2. Characteristics of the Population
  - 3. Population Growth
  - 4. Social Trends
- C. Economic Diversity and Trends
- D. Current Challenges and Prospects
- E. State Government
  - 1. Legislative
  - 2. Executive
  - 3. Judicial Branch
  - 4. County
  - 5. Municipal/City

NORTH CAROLINA: THE HISTORY OF AN AMERICAN STATE # 4004

OBJECTIVE:

The student will become aware of his state's geographic features and how this environment has determined lifestyles of early cultures and influences North Carolina's current economic development.

I. The Land and Its Early People
   A. Geography
      1. The Land
      2. Climate and Water
      3. Variety Vacationland
   B. Indians of North Carolina
      1. Variety and Location of Early Cultures
      2. Life Styles

Content	Suggestions
Geography (pp. 18-31)	1. Have students construct a map of N.C. which covers one classroom wall. Divide it into three sections or regions. The class should then be divided into three groups, each group responsible for one region. That group will bring in pictures of the geographic, economic and tourist features and pictures of major cities for that particular regions. Paste the pictures in collage form on the map. 2. Have a couple students make a bulletin board map of the United States with N.C. extracted or zooming out from the rest of the states. 3. Using the textbook map of N.C. and its highways or the road map of N.C., have the students plot a trip from Charlotte through three other major cities and back to Charlotte on roads not already traveled. Chart this route giving highway numbers, cities traveled through and mileage between each city and total mileage. 4. Have each student bring to class an example of vegatation, soil or products of N.C. and display these. 5. Have students list three major industries in each region of the state and identify the resources available in that region for production of the product. 6. From the booklet "North Carolina Legends" read the stories "Waccamaw" and "Starlight at Blowing Rock". These explain aspects of N.C. geographic features or oddities. Following this, each student should select a geographic oddity or unique feature and write an explanation for it in legend or myth form. 7. The teacher should prepare a list of approximately 25 major tourist attractions, geographic features, etc. which are popular in N.C. These should be arranged in column fashion, with two additional columns left blank but headed "Region" and "Description". Have students complete the two empty columns of this chart.
Indians of North Carolina (pp. 44-52)	1. Have several students draw on poster board, the drawings of John White which show Indian villages and lifestyles in the 1580's.

Indians of N.C. Cont'd

2. Build a model of an Indian village.
3. On a poster board, draw the state of N.C. and shade the various Indian cultural regions, including specific tribal locations.
4. Visually compare North Carolina Indians with:
   a. Other Indian cultures of the Southeast
   b. Indians of the Northeast Woodlands
   c. Indians of the Southwest, Northwest and Plains cultures

   This can be accomplished through the use of poster drawings or actual making of major differences. Items for comparison should include clothing, food source, boats (if any), housing, crafts, villages, etc.
5. Have students not involved with item #4 write reports on individual tribes in N.C. or in writing compare a N.C. culture with one from another region.
6. North Carolina Indian Heritage Week is in September each year. Using written material already made plus additional material made specially for this occasion such as interviews of Indians in your area and the student population and ancestry in the CMS, prepare a spiral bound booklet for distribution to each student and a copy for the Media Center. Binding is offered at the Teacher Learning Center at extremely inexpensive rates. Chapters might include pre-Columbian migration patterns, cultural regions in N.C., individual tribal histories, comparisons with other regions nationwide, comments on stereotyping, relationship with non-Indians and the removal of the Indians from N.C.
7. Provide a list of plants and their uses by Indians of the Eastern Woodlands. Have students find example of these for display in class. Then present a series of medical emergencies or problems and identify a student to care for that problem. He/she is to identify plants to be used, application process of said plants and expected results.
8. Check the Media Center or contact the Indian Education Department at the SDC to obtain a list of Indian recipes. Have an Indian Feast with each student responsible for preparing a dish or clean-up detail.

OBJECTIVE:

The student should learn the reasons for European exploration and expansion into America and in particular North Carolina and early problems facing these Europeans.

II. Discovery and Exploration
   A. Spanish and French Explorers
      1. Columbus
      2. Building the Spanish Empire in the New World
      3. Spaniards and French in North Carolina
      4. Reasons for Early Exploration
   B. The First English Colonies

Content	Suggestions
Spanish and French Exploration (pp. 62-75)	1. Prepare a chart showing Spanish explorers, area of exploration, what each sought, what each found and that person's fate.

Spanish & French Exploration continued	2. Class discussion on human values such as "appearance v. reality," "a man's greed will rob him of what he already has" and judging people on the basis of race or nationality. These three values have excellent examples for discussion in the men of Cortez, Pizzaro and Columbus himself. These three values could be displayed in class for the entire year and add a person's name to the chart for each value.
	3. Compare and contrast relationships between the Native Americans and the Spanish and French. Examine reasons for the differences and/or similarities and evaluate their methods and purposes.
	4. On a map of North and South America, trace the routes of the French and Spanish explorers. Make assumptions as to what each nation found in that particular area of control and what each was primarily looking for originally.
The First English Colonies (pp. 76-92)	1. Have several students make poster-sized drawings of Queen Elizabeth, Raleigh and John White briefly identifying their roles in English attempts at colonization.
	2. On a map of eastern U.S. and western Europe locate the site of the Roanoke Colony, Spanish possessions, approximate area of a "northwest passage," areas of French control, England, France, Spain and approximate area of possible English "sea dog" activity. Make assumptions as to why England concentrated her early efforts in the area of the Roanoke site.
	3. Prepare a slide show or picture display of persons involved and the story of the Lost Colony.
	4. Re-enact the story of the Lost Colony using the VCR. If possible, do this outside and dress in homemade clothing of the period.
	5. Read the legend "Virginia Dare the White Doe" from "North Carolina Legends."
	6. Break into small groups with each group assigned one possible explanation as to the disappearance of the settlers of the "Lost Colony". Thoroughly discuss ideas which would support this explanation and comments which might be used to destroy this opinion should be weighted and accounted for. A Board of Inquiry will be held with three students serving as judges and questioners. Upon hearing all testimonies and possible explanations, the Board will render its decision as to the most feasible and best prepared opinion.

OBJECTIVE:

The student will gain an understanding of the hardships and problems involved in establishing a colonial empire and regulating one.

III. Colonization
- A. Rivalry for Empire
  - 1. Establishment of Jamestown
  - 2. Indian - European Relations
  - 3. Increased English Settlement in America
- B. The Culpepper Rebellion
  - 1. Growth of Colonies in North Carolina
  - 2. Rebellion

C. Establishment of Carolina under the Proprietors
   1. Land Boundaries of Carolina
   2. Reasons for Granting Land
   3. Proprietor Rule
D. The Tuscarora War

Content	Suggestions
Rivalry for Empire (pp. 94-119)	1. Build a model of the Jamestown fort. 2. Draw an aerial view of Jamestown and its surroundings. 3. Draw an example of a dwelling at Jamestown including a description of material used in its construction. 4. Have students write or orally present to class topics such as: a. the first blacks in America (English) b. the first women in English America after Roanoke c. the Starving Time d. the role of Pocahantas and John Rolfe e. the House of Burgesses 5. Have the students write fictional stories about themselves in the role of one of the above listed people or situations. 6. Discuss the arguments of a "no work, no food" policy enforced by soldiers as was the case in Jamestown. 7. Students should pair off in groups of two. Of the two, one should describe the formation of another English colony while the second investigates what was occuring in N.C. at the time of its creation and early development. 8. For those not involved with #7, each student can select one of the English colonies and research and detail that colony's relationship with Native Americans of that area.
The Culpepper Rebellion (pp. 115-117)	1. Hold a court trial charging the leader of Culpepper's Rebellion with "subversion and the forcible overthrow of the government." Students are to role play, after thorough investigation, Thomas Miller, members of the established government, leaders of the rebellion, common citizens and legal experts. A judge, two attorneys and a jury should be selected. The jury shall decide innocence or guilt. (Consider the "letter of the law" and "higher law" which is that granted by Nature). 2. Compare the actions and reasons for the Culpepper Rebellion with the demonstrations or movements of the 1960's. Examine any similarity of argument or method that may exist. 3. Create an opinion poll concerning the right to remove one government from power in favor of another government. Considerations in this poll should include the use of violence in such procedures. 4. Investigate or suggest methods other than those employed in this rebellion which might have solved the situation peacefully and adequately to all parties involved.

Establishment of Carolina Under The Proprietors. (pp. 109-114)	1. Research the Puritan Revolution and its Commonwealth in England - reasons for rise, values, lifestyles and demise. Stressed should be the role of religion in governing people. 2. On a map of the United States, students should draw the boundaries of Carolina. 3. Draw on poster board pictures of Oliver Cromwell, King Charles II and each of the eight Lords Proprietors. For the latter, include each's area of control in Carolina. 4. Each student should create an advertisement or travel brochure showing the attractive features of the Albemarle region of Carolina. 5. Chart the gaining and eventual loss of rights and privileges under the Proprietors. 6. Make a list of all locations in the two Carolinas which bear the names of the proprietors. This would include towns, cities, counties, rivers and lakes. Then, pin-point these on a map of North and South Carolina and label Charlotte.
The Tuscarora War (pp. 134-148)	1. Prepare a time line dating from 1690 to 1715. Stretch this across the wall. Each student should be responsible for one entry on the time line. Determine the event, locate its position and describe it to the class. 2. Divide the class either into three or six groups. Each group will be assigned a segment of opinions concerning the Tuscarora War: Native Americans, the settlers and the Proprietors. Groups will discuss and list the attitudes of the segment they are responsible for concerning the trouble and/or growth of the colony. After listing on the board all of the groups' decisions and opinions, analyze and vote who was correct in the issues from historical perspective. Propose solutions which would have averted bloodshed.

OBJECTIVE:

Students shall become aware of the many nationalities which composed the population of North Carolina in the colonial period which are still present today, the reasons for growth and lifestyles in the colony.

IV. Continued Development of North Carolina: 1700-1775
- A. Piracy in North Carolina
- B. Many Europeans Settle in North Carolina
- C. Social Classes

Content	Suggestions
Piracy in North Carolina	1. Divide class into small groups. Each group is responsible for a pirate or related topic. Each group should: a. write a biography of the pirate b. draw his picture on poster board c. make the flag under which he sailed. Oral class presentations will follow. Other groups will chart pirate operations and hideouts on a map, legal penalties and examples and legal protection of pirates on N.C. soil. (Pirates might include Blackbeard, Stede Bonnet, Ed Low, Mary Reed and Anne Bonny)

2. Research modern piracy at sea and in the air. Include examples, punishment for, statistics of and location of major activity. Compare with the early 1700's.

Many Europeans Settle in North Carolina

1. Students could research the settlement of Old Salem, Old Town and Bethania and trace the migrant paths from Pennsylvania. Assitional research could be done on schooling, religion and lifestyle of the Moravians.
2. Each student should map the location in N.C. of the various European nationalities which settled in this colony.
3. On a map of the eastern United States, trace the paths to N.C. taken by the many different European nationalities.
4. On individual charts, students should list the major nationalities, where each settled in N.C., from where in America they came and their reasons in general for moving to N.C.
5. Students may prepare a collage showing the varieties of people immigrating to N.C.
6. Have students research their family origins in terms of ancestral descent. If there are students in the class whose family originally lived outside of N.C., ask them to find out their family's reason for moving to N.C. Compare with those reasons given by colonial immigrants.

Social Classes

1. Tour the James K. Polk House or the Hezekiah Alexander House. Students may recall earlier visits to these sites.
2. Divide the class into five groups each with the responsibility of examining a particular colonial social class. These classes include the planter, the merchant, the educator/clergy, professionals, small farmers and craftsmen, freed blacks and other servants. Each group will teach the class on this topic incorporating oral presentations and written assignments.
3. From the booklet "North Carolina Legends" students can be presented with the stories "Old Dan Tucker," "Troubles in Bath Town," "The Birds Weren't Singing," and "Ship of Fire." Students can illustrate these stories.
4. Have each student select an aspect of colonial living in which to become an "expert." Items might include: wigs, clay pipes, entertainment of the poor and wealthy, clothing styles and fashions, glassblowing, window quality, roofing, building log cabins, size of families, quilting, church services, witch hunts, taverns, education and travel. Presentation to the class should be an objective but also visual displays might be considered.
5. Have the class make a quilt. A possible resource might be someone's mother or grandmother or system-wide volunteer.
6. Allow the students to learn colonial dances and when mastered, let the class have a "hoe down," square dance or a more formal affair using the minuet.
7. Prepare a colonial feast by obtaining colonial recipes from cookbooks and the library. Allow and urge students to dress in colonial styled clothing for the event.

Social Classes continued

8. Build models of colonial homes, plantations, means of transportation and tools such as butter churns.
9. The film "Life in 18th Century Williamsburg" is old but nonethe less effective in showing students aspects of day to day living of a upper middle class in-town family.
10. If the season/principal permit, plant an herb garden.
11. Make individual collages showing various aspects of colonial living.
12. Create learning centers. At each center a craft is to be taught such as cloth dyeing, candle making, use of the loom, etc. Request parents to act as instructors.
13. Prepare a list of skilled jobs present in colonial America. Have each student select one trade and learn how he/she would have learned this trade, the skills and intelligence which would have been required.
14. Discover the expected role of women in the colony and family. This could prompt a lively debate in class. This could prompt a lively debate in class. One might also investigate education of girls. Compare this role with that of women today.
15. Research the beginnings and development throughout the colonial period (to 1783) of slavery. Include the early blacks at Jamestown, the increased slave trade and the role of Africans in Africa aiding the trade process, the process of transporting the slaves to the New World and their training in the West Indies and arrival in America.
16. Read the first few chapters of Roots which deal with those aspects of slave acquisition.
17. Research the legal rights of slaves and owners in the colonial period.
18. Slavery prior to 1790 was different from that after that year. Examine the institution as it was practiced throughout the colonies.
19. Contact your CT in regards to obtaining an actress from the Afro-American Cultural League at Spirit Square to represent a colonial slave such as Phyllis Wheatley from Boston.
20. Determine the process by which many blacks were freed by their masters during this period, the jobs which they acquired, the many blacks who went into business for themselves and acquired fortunes and the process by which many freed blacks acquired last names.

OBJECTIVE:

The student will know basic causes for the growth of dissent in the American colonies, extent of conflict as it developed in N.C., North Carolina's role in the Revolution and her position as a member of the newly formed United States Government.

V. The Revolutionary Era: 1715-1800
   A. Expansion South and West
      1. Emergence of Sectionalism within North Carolina
      2. French and Spanish Threats

B. Regulators and Revolutionaries
   1. The British "New Colonial Policy"
   2. The Regulato Movement
   3. Path Towards Rebellion of the Colonies
   4. The American Revolution

C. A New State of the Union
   1. N.C. Under the Articles of Confederation
   2. The Constitution
   3. The Federalist Years

Content	Suggestions
Expansion South and West (pp. 150-167)	1. Divide the class into halves: one represent eastern N.C. and the other western N.C. Groups should present arguments and counter statements favorable to their respective sections. 2. Compare the threats of the French, Spanish and Indians to eastern and western North Carolina. 3. List the causes for the French and Indian War indicating as well tribes involved, major battles, results and effects on N.C. 4. Discuss the effects of the Proclamation of 1763 on the sections of N.C. 5. Have students write biographies in the form of obituaries on persons such as Governor Tryon, Roger Moore, George Burrinton, etc.
Regulators and Revolutionaries (pp. 168-187)	1. Identify the causes for the Battle of Alamance. 2. Chart on a map the activities of the Regulator Movement in terms of location. Make assumptions about your findings in regard to Suggestion #1 in Expansion South and West. 3. List ways in which the Regulator Movement was but a "vision of the future." 4. Students should prepare a list of British taxes or other laws effecting Americans. Indicate the date effective, policy to be enacted, results throughout America and action taken in N.C. 5. Compare the activities of the Sons of Liberty in N.C. with those of Massachusetts and Virginia. 6. Research and present the arguments concerning the debate over the Mecklenburg Declaration of Independence. Contact local historians such as those at UNCC, Davidson College and CPCC for their opinion. 7. Have students research and explain the dates on the N.C. state flag. 8. Show the film "Williamsburg: the Story of a Patriot." Though it is about Williamsburg's colonial assembly, it does present an excellent appraisal of the problems leading to the Revolution. 9. Develop a debate concerning the legality of the British policies governing America.

Regulators etc. continued

10. Compare the Mecklenburg Resolves and the alleged Mecklenburg Declaration of Independence with the Declaration of Independence of 1776.
11. Sew flags used in the Revolution such as the British flag, Betsy Ross flag, the first national flag which was flown at Bunker Hill and the Guilford Courthouse flag.
12. Have interested students design a t-shirt which can be made at one of the many locations in Charlotte. Suggestions might be the "Don't Tread on Me" flag.
13. Make a time line of important events in N.C. and one of all American colonies during the war.
14. From "North Carolina Legends," read the stories "Betsy Dowdy's Ride" and "Mary Slocum's Dream."
15. Write death announcements on notable persons from the Revolutionary era.
16. Read and critique portions of Thomas Paine's writing.
17. Detail Cornwallis' route through Mecklenburg County and his reason for referring to Charlotte as a "hornet's nest." List examples of how the term is still applies to Charlotte.
18. Some historians suggest that the patriot activity in the two Carolinas during 1780-81 was directly responsible for the setting up of the final battle at Yorktown. Have students study the British troop movement from Charleston, S.C. to Yorktown examining the battles on the route. Prove or disprove that assumption.
19. Show the movie "King's Mountain."
20. Benedict Arnold was considered the first American traitor. Actually he is often considered our first hero. Research this idea which many historians accept.
21. Many blacks and women were active in the war. Students should select a black or a woman and tell that person's story in written form. Read some to the class. Edit these and spiral bind at the Teacher Learning Center.
22. Prepare and conduct a "ROAST" of King George, George Washington, Benedict Arnold or someone else in the war period. Remember this is banquet form and homorous.

OBJECTIVE:

The student shall learn major trends, developments and problems which North Carolina faced in the first half of the nineteeth century.

VI. The State Asleep and Awake: 1800-1860
- A. The Republican Era
  1. Government in N.C.
  2. The War of 1812
  3. Beginnings of Reform
  4. Emergence of Jacksonian Democracy
- B. The Age of Reform
  1. Transportation
  2. Establishment of Public Schools
  3. Concern for the Handicapped, Insane, Poor and Criminals
  4. Economic Growth
- C. Education and Literature

Content	Suggestions
The Republican Era (pp. 204-219)	1. Make lists of the goals, accomplishments and failures of the various political parties in N.C. from 1790-1840. 2. Using census data for both the United States and North Carolina, 1790-1850, chart the population fluxuation in N.C. as compared to nearby states. Make assumptions which might explain your findings. 3. Research the Andrew Jackson Birthplace and weigh the arguments given as to which state should lay claim or rights to place of birth. 4. Demonstrate ways in which democracy was expanded to the American people under the administration of Andrew Jackson. 5. Court of Inquiry: Was the removal of the Indian population of N.C. legal? Present testimonies from students role playing John Ross, Sequoya, Andrew Jackson, settlers in the N.C. mountains, an Indian agent, one expert on Indian culture and adaptability, and two soldiers (one for the move and one moved by the experiences he witnessed committed against the Indians). The court should be composed of three students each of whom should thoroughly investigate the legal rights on Indians and the Constitutionality of the move. Upon hearing testimony, these three will render a decision.
The Age of Reform (pp. 220-233)	1. Research the movement for women's rights prior to 1860. Include the Seneca Falls Convention and women leading the movement. Also consider public attitude. 2. Five groups should be created each investigating one of the following: a. Crime and punishment in N.C. b. Dorethea Dix and Dix Hill c. NC's first public schools d. Archibald Murphey d. Railroad development in N.C. Students should consider as many elements about each topic as possible and present these topics to the class. Include drawings, charts, posters, graphs, pictures, opinions and any additional material beneficial. During presentation, remaining students should take notes, for each group will make homework assignments for their topics first subject to teacher input or supervision 3. Research how plank roads were made and have a student build a plank road. 4. Plan a trip to the Reed Gold Mine after learning of the gold discovery in N.C. Also students should: a. Use the kit "Red Clay, Gold Dust" b. Investigate gold production in N.C. c. Learn the importance of gold in general d. Follow the market value of gold day to day for two weeks and chart this on a graph in the classroom e. Determine the importance of gold in the development of Charlotte 5. Examine the importance of cotton and tobacco in N.C.'s and Mecklenburg County's economy prior to 1860.

Education and Literature (pp. 234-246)

1. Read the stories "Rip Van Winkle" and "The Legend of Sleepy Hollow" (or view the Disney films available) - compare these with each other and list events and characteristics that might have described N.C. during the early 1800's.
2. Read the legends "President Washington and Betsy Brandon," "Peter Dromgoole" and "Spector at the Gold Mine" from "North Carolina Legends."
3. Explain the qualities or meaning of classical and romantic art using paintings as examples. Demonstrate that the shift from classical to romantic reflected people's shift in attitude about man and nature's roles and power. This can be used in part to explain the reform movement.
4. Prepare a list of America's major writers and their works to 1860 including the dates of publication and basics of story. Do the same with N.C. writers.
5. Explain the role and function of the church schools and private academies in N.C.
6. Research the creation of U.N.C., Wake Forest and Greensboro Female College.
7. Have a student role play George Moses Horton. He should dress in appropriate clothing, tell the class about his life and read some of his poetry and answer questions.
8. Make lists comparing/contrasting college or academy course offerings for male and female students. Discuss reasons/attitudes behind these differences and similarities.

OBJECTIVE:

Students will gain an understanding that the crisis leading to and the occurrance of the American Civil War dramatically influenced North Carolina's political, social and economic development and totally altered traditional N.C. lifestyles.

VII. National Crisis: 1787-1877
- A. Collapse of the National Compromise
  1. Slavery and Free Blacks
  2. Sectional Conflict Nationally
- B. North Carolina and the Civil War
  1. Secession
  2. Course of the War
  3. End of the Civil War
- C. Reconstruction
  1. Immediate Problems
  2. Radical Reconstruction
  3. Return of White Rule

Content	Suggestions
Collapse of the National Compromise (pp. 248-261)	1. Compare and contrast conditions of slavery in N.C. with other southern states, in particular Alabama, Mississippi and Louisiana. 2. Each student should prepare a poster or brochure either as advertisement for sale, abolitionist newspaper, pictures of slavery, plantations and slave houses, or covers for books such as Uncle Tom's Cabin.

(pp. 248-261) continued

3. Have individual students be the ghost of a slave who led a revolt in America. He is now dead but he is to answer questions through a seance. He should indicate how he was treated, where he was enslaved, what conditions in general were like, why he led a revolt and its results and how he died.

4. Play songs often associated with slavery such as "Follow the Drinking Gourd" and have students sing along. This could be acted out by several students. Following this, have each student write the lyrics to a slave's protest song.

5. Show the following two movies:
"Harriet Tubman and the Underground Railroad"
"A Slave's Story: Running a Thousand Miles to Freedom"

Both are based on true events and can be found in the public library.

6. Debate: "Resolved that all slaves should be freed."

7. Contact the Afro-American Cultural Center and request an actress to perform as Harriet Tubman.

8. Small groups should research additional causes for the Civil War such as expansion, economics, political control in Congress, diverging value systems and ways of life.

North Carolina and the Civil War (pp. 262-281)

1. Each student should prepare a chart showing the advantages of both the North and the South. Each should then write a paragraph listing his/her belief as to who should win the war given these advantages, and explain their reasons. Tally results and discuss reasons.

2. On a map of the United States, identify the Northern, Southern and border neutral states and then draw the four-point strategy of the North to win the war.

3. List North Carolina's contributions to the war in terms of manpower and materials.

4. Read the legend "Tar Heels" in "North Carolina Legends."

5. On a map of southeastern United States, chart the path of General Sherman and other Union armies through North Carolina and neighboring states.

6. Research the role of Charlotte in the war.

7. Make a wall timeline with each student contributing a date and event.

8. Have several students draw and color various military uniforms of the war period.

9. Have each student bring in pictures for the creation of a wall collage of the Civil War.

10. Provide a selection of excerpts from R.E. Lee's personal letters to his wife, Mary, and have students play the role of analyst. They are to read the letters carefully searching out his strengths, weaknesses, feelings and values. Each student is to select the one value, etc. which he personally feels was the heart and soul of Lee and explain thoroughly why using examples from the letters. This is effective for most students as it allows for creative thinking and a personal and richer understanding of Lee.

(pp. 262-281) continued

11. Have students prepare a book of "human interest stories" which pertains to the war-battlefield or homefront. Also, famous North Carolinians, events in N.C. and "firsts" in America could be included. Spiral bind at the Teacher Learning Center.

12. Play songs from the Civil War period and have students sing along. If someone plays the guitar, a 'sing along around the campfire' can be held. One song to consider is "The Cruel War."

13. Divide the class into small groups of about three to the group. Two groups will face each other-one as the Union Army and one the Confederate Army. The idea is to select a position in N.C. which the Union wants to gain control over and Confederates wish to defend. Remember that there should be several strategic points both sides wish to control.
    a. Teacher should set troop limits for entire Union and Confederate Armies present in N.C.
    b. Students should select one person from all their particular units to act as supreme commander for their armies
    c. Each small group should select their respective unit commanders to meet at a War Plans Staff Meeting which will
        1. determine primary and secondary strategic points
        2. number of troups dispersed to each point for its defense of attack
    d. After Staff Meetings (held in utmost secrecy), unit commanders will map out unit strategy for respective points.
    e. War Games Commence by each side at each strategic point making its move-Union forces move first. Plans already laid should strictly be followed to conclusion.

    See who wins this mock battle for North Carolina.
    **Consider reinforcements at staff meeting. Also, to throw a problem into the game, have <u>one</u> side have a spy placed on an opposing team without anyone's knowledge.
    If properly thought out and executed, this activity will allow students the opportunity of understanding military operations, responsibilities and promote critical thinking.

Reconstitution (pp. 282-296)

1. Have the students make line or bar graphs indicating casualties (killed and wounded) for both sides during the war and find the percentage of casualties based on the total population of each side and based on total American population. Then arrive at a ratio of casualties to population.

2. Have individual students research "blacks during reconstruction." They should find examples of blacks who attained political power, those who ran for political office and study the Freedman's Bureau and its role. Include the 13th, 14th and 15th Amendments describing their functions or purposes. These materials could be collected and bound.

3. While #2 is being carried out, other students can dress up like members of the newly formed Ku Klux Klan. Let these few students be interviewed by the class or by an individual "reporter."

Reconstruction continued

4. Have small groups wrestle with the dilemma of how to deal with the South following the war. They should outline their course of action with reasons. Included should be the concerns of readmittance to Union of states, voting rights of Confederate soldiers, distribution of former Confederate property, handling of former political leaders, reconstruction of cities and towns, helping recently freed blacks, establishment of law and healing bitter feelings. Each group should submit a written report. These can be duplicated for all class members. After an evening to read recommendations, each group will present its suggestion orally to the class and answer questions. When all groups have made presentations, students will vote by secret ballot as to the recommendation he/she supports. Tally votes. Receive students reasons for voting the way they did. Compare this with that plan proposed by Lincoln prior to his death and that followed by Congress until 1877.

5. Read the Constitution to understand procedure for impeachment and what it is. Students should be presented with the information regarding impeachment of President Johnson, evaluate it, determine legal aspects, appropriateness of charges and vote for or against his impeachment. Compare this with the near impeachment of President Nixon.

OBJECTIVE:

Students will learn that in the years following the Civil War until the turn of the century, North Carolina faced a period of economic growth and wrestled with serious social problems.

VIII. Rebuilding the State
- A. Moving into the National Economy
  - 1. Postwar Recovery
  - 2. Problems in Industry and Agriculture
- B. North Carolina Moves to the City
  - 1. Growth of Towns Prior to 1860
  - 2. Growth of Towns After 1865
- C. Triumph of the Conservative Democrats
  - 1. Movements for Change
  - 2. The Color Line

Content	Suggestions
Moving into the National Economy (pp. 298-311)	1. Examine the growth of the textile industry and locate major textile center on a N. C. map. 2. Prepare a bar or line graph showing the growth of the tobacco industry in the nation and in this state from 1800-1900. 3. Arrange a program "This Is Your Life" featuring the life of James Buchanan Duke. Persons who "remember" Jimmy growing up, those who influenced him and those who worked for him should be on the broadcast. Show his talents as a salesperson, devotion to family enterprise, new products, hard working, rise of the American Tobacco Co., the split of his company into four separate tobacco companies and the products those companies make today. Include his contributions and endowments.

Moving into Nat. Econ. continued

4. Discuss labor problems such as child labor, unsafe conditions, sanitation, product quality, wages and immigrant workers, etc. Have students draw pictures representing these problems while others scan newspapers and magazines for contemporary problems of similar concerns. Compile onto a bulletin board.
5. Pretend the students are members of a sharecropping environment. Each should write a story centered on this life style with the student as the main character. It can be a story of pain, suffering, love, humor in the face of a hard life, etc.
6. Show the demands of the Knights of Labor, graph its membership from 1869-1890, examples of its activities in N.C. and throughout the U.S. and the eventual failure of the union.

North Carolina Moves to the City (pp. 312-324)

1. Using a graph, chart the flow of people from rural environments to that of urban areas.
2. Have students map the "Urban Crescent."
3. Having completed the first two activities, students should think about why people moved to the cities - what the cities offered, employment opportunities, etc. All reasons given should be listed on the board. Students should rank all reasons in their personal opinion of importance. The class should then orally compare answers and give reasons.
4. Similar arrangements could be made concerning problems of the cities. However, groups could further probe these problems in more detail. Then each student can select the one problem for further research culminating in either a short paper or a collage representative of the problem.
5. Half the class can represent industry and the remaining half can represent a growing city such as Charlotte. Both groups should determine what they are looking for in the other. This should be completed in secrecy or near secrecy. When group decisions are finalized, compare findings of the two groups. Students, a few days prior to this activity, may write to Governor Hunt or to the Major of Charlotte requesting his ideas while contacts made to actual industries may likewise prove beneficial.

Triumph of the Conservative Democrats (pp. 328-340)

1. Have students prepare lists of complaints of the farmers in the last half century of the 1800's and early 1900's. Also list desired reforms urged by the Populists. Ask students to determine if any of these still persist. Discuss why or why not.
2. Prepare personality sketches of George White and/or Parker Robbins - this is to be done through the eyes of an analyst. How did they survive and succeed when facing such obstacles?
3. Present the case of Plessy v. Ferguson (1896) to the class. Have students think about its implications for a few minutes. Take some opinions from the students and discuss each as a possibility. Then present them with the concept and a few examples of Jim Crow(e) legislation. Have students break

(pp. 328-340)
continued

into small groups to provide additional examples of possible Jim Crow policies. Present these to class. Have students go home and talk to parents/grandparents concerning situations they themselves remember concerning "separate but equal" (segregation). Discussions should develop the following day. Refer students to the Constitution and the Declaration of Independence to search out American values. Have students write a one page summary of their findings in the form of "letter to the editor" voicing their opinions gained and through class discussion, offer possible explanations or insights into society, such as peer pressure, etc.

4. On poster board write the basic principles of the 14th and 15th Amendments to the Constitution. On another sheet, write the conditions of the "grandfather clause," poll taxes and literacy tests regarding voting. Determine the purpose of each item listed-contradictory as they are. Students should consider the reasons for each, who was harmed by the legislation and how all of these remained legal for so long.

OBJECTIVE:

Students will be made aware of the difficulties encountered by North Carolinians in the modern era yet with the ever-present progress growing and maintained.

IX. Into the Twentieth Century: 1900-1950
- A. Progressive Era
- B. North Carolina in World War I
- C. Twenties
- D. A Moderate State in a Liberal Nation
- E. World War II
- F. Political Changes
- G. Upward Path of Education

Content	Suggestions
Progressive Era (pp. 342-357)	1. Make a checklist: on one side list the goals of the Progressives, on the other check those accomplished and give the date. 2. Determine the reasons for child labor laws, compulsory attendance, prohibition, income tax laws, 19th Amendment, direct election of Senators, the Pure Food and Drug Act and Conservation Laws. Find out when each was created, whether it was federal or state laws and persons responsible. 3. Have students propose arguments both in favor and against each of the above in #2.
North Carolina in World War I	1. Play anti-war music such as "I Didn't Raise My Boy to be a Soldier" and patriotic songs such as "Over There." Compare them in content as well as sound. Explain lyrics. 2. Show the film "The Yanks Are Coming." Look carefully at America's unpreparedness, the excitement with which many entered the war, listen to the music and observe the pain and suffering. Students should critique the film in writing and give their opinions as to overall quality, story line, etc. 3. Research military forts and camps built in N.C. and in particular around Charlotte which were used in World War I.

N.C. in World War I continued

4. Trace the development of the airplane from the Wright Brothers to and through World War I. Uses of airplanes in the war should be detailed, famous pilots and events should be investigated. Americans' role in the French and English air forces should be researched. Those working on this project can prepare a book, as earlier ones made, for distribution to the class.
5. Read summaries or view the films of "All's Quiet on the Western Front" and/or "What Price Glory?" (the latter co-authored by a North Carolinian). Have students illustrate events and persons from the stories and/or cut out adult size forms and paste pictures representing that person's character in the story.
6. Have other students prepare posters showing patriotic slogans or pictures, new and improved weapons, locations of major battles and charts of N.C. contributions, etc.

The Twenties

1. Prepare a slide presentation showing various events, persons activities and social changes which occurred during the twenties.
2. Using as many pictures available from old or outdated texts and other sources, line the class walls with pictures of the twenties. Prepare series of questions concerning various picture topics.
3. Have students learn the dance the "Charleston" and perform it for class.
4. Create a list of slang expressions from the twenties. Students should learn many of them and be able to converse in class with one another using this slang. Comparisons should be drawn with contemporary slang.
5. From the public library, borrow films of Harold Lloyd, Charlie Chaplin, gangsters such as Al Capone and the "Spirit of St. Louis."
6. Prepare a list of 25-50 noteworthy people, events or things of the twenties. Have students define as many as they can with the help of parents and grandparents.
7. Compare the "fast" living of the 20's with current standards.
8. Interview a grandparent or other individual from the period as to what they recall.
9. Ask the Charlotte Observer for copies of its front pages from the 20's. A fee or charge will be asked. Students should examine the newspapers completing activities related.
10. Read the works of Langston Hughes and others associated with the Harlem Renaissance in addition to famous white writers of the time.
11. Create a pictorial display of Charlotte in the 20's.
12. Research race relations, the KKK, the trial of Sacco and Vanzetti, the Monkey Trial, aviation, the automobile and radio.

A Moderate State in a Liberal Nation (pp. 358-375)

1. Play and examine the song "Brother Can You Spare a Dime." Find additional songs which show the people's concern over the economic or social affairs of the thirties.
2. Ask grandparents to recount stories of and personal memories from the depression years. Have students record these or simply retell them for class. If a grandparent wished, time could be made in class for an oral presentation.
3. Prepare slide shows and photo displays of life in the 1930's.
4. From the public library, borrow movies about gangsters, social conditions and comedies such as Our Gang, Laurer and Hardy and W.C. Fields. Each student could take a famous movie star or aspect of the industry and research it. Some students may wish to perform "imitations" of these actors/actresses, while others may wish to re-enact scenes from certain movies such as "Gone With The Wind," or the "Wizard of Oz."
5. Prepare a chart for each student to complete listing primary New Deal Programs, when created, purpose and those still existing.
6. Students should compare the CCC, WPA, and PWA with recent proposals for similar programs.
7. Investigate the origin of the Social Security System, its early responsibilities, its growth and development through today and its prospects for continuation or demise.
8. Introduce and play music from Glenn Miller, Tommy and Jimmy Dorsey, etc. Introduce the dances of the thirties, have students learn these and perform for class. Several parents or grandparents may wish to help.
9. As with the twenties, prepare a list of 25-50 terms, people, events, etc. which characterize the thirties. Each student should in one sentence give a definition or explanation of as many as possible. References would include a variety of books but also relatives who remember these.
10. Make a list of consumer goods, entertainment, services and food showing their cost during the 1930's.
11. On graph paper, students should chart the level of unemployment in the United States from 1928-1942. A second graph should be made showing the same information for N. C.
12. Request the Chamber of Commerce for a list of New Deal projects completed in your area.
13. Trace the expansion of Hitler's Germany and Imperial Japan during the thirties.
14. Prepare a program concerning "Sports Heroes of the 1930's."
15. "This Is Your Life, Mr. President." Have several students create this program which would include people who had "personal memories" of Franklin Roosevelt as he was growing up. One student could play FDR.
16. Make a replica of a family radio or bring an authentic one if available, and discuss its importance to the family of the thirties. Recreate a radio broadcast using music and radio dramas and comedies.

World War II

1. The U.S.S. North Carolina is berthed at Wilmington, N.C. Have students build models of it while others make photo displays and trace its actions in the Pacific during World War II.
2. Though the U.S.S. North Carolina narrowly missed reassignment to Pearl Harbor before Dec. 7, 1941, the ship Raleigh was located there on that date. Have a student determine the fate of Raleigh.
3. While items #1 and 2 are being conducted, other students can research the role of N.C. military units in the war such as the 82nd Airborne and 30th Infantry Divisions.
4. Borrow photos, souvenirs, etc. from relatives who were in the war. Promising extreme care, place on poster board labeling each, laminate the entire poster for protection of pictures and display to class.
5. Build models of military equipment used in the war.
6. Write a fictional story with the war as a background setting. This could be a love story, comedy or action story.
7. Research the military occurrances of the war just off the N.C. coast. Investigate the military graveyard at Ocracoke.
8. Have a slide presentation of the Holocaust with a group discussion. Survivors are living in N.C. and perhaps one such person can be located and speak to the class.
9. Simulation games such as "Gestapo" can be played in class. This enhances what the student has learned and gives a feel for having been present in that time period.
10. Movies can be obtained concerning the war, the people or events from rental agencies. Such films might include "Casablanca," Playing for Time," "The Longest Day," and "To Hell and Back."
11. Show the filmstrip "Hiroshima and Nagasaki" if available. If not, prepare slides to show to class concerning the atomic explosions on these cities. This could launch the class into discussions on atomic power then and now.

Political Changes

1. List the accomplishments of Governor Kerr Scott.
2. Identify the issues against Frank Graham and provide your opinion of the man.
3. Research Joe McCarthey and the "Red Scare" of the 1950's and actions of the House Un-American Activities Committee.

Upward Path of Education

1. Read a summary of the story In Abraham's Bosom written by North Carolina's Paul Green
2. View the film "Birth of a Nation" (1915, silent) which was created by Thomas Dixon of North Carolina.
3. Prepare biographical sketches of Sidney Porter (O Henry) and Thomas Wolfe. Provide annotated bibliographies for each.
4. Follow the growth of public education and higher education in the state to 1950.

OBJECTIVE:

Students shall become informed about the development of North Carolina socially, politically and financially since 1950 and influences which have helped develop individual thoughts and actions.

X. North Carolina in a Changing World: 1950-Today

A. Recent Achievements
   1. "Go Forward" Programs
   2. Civil Rights Movements
   3. Labor
B. The Population of North Carolina
   1. Urban or Rural State
   2. Characteristics of the Population
   3. Population Growth
   4. Social Trends
C. Economic Diversity and Trends
D. Current Challenges and Prospects
E. State Government

Contents	Suggestions
Recent Achievements (pp. 392-407)	1. Trace the Civil Rights Movement studying King, Malcolm X, SCLC, NAACP, CORE, SNCC, the Black Panthers, housing legislation and early school intergration. 2. Identify the SDS, Hippies, Yippies, Weathermen, etc. as to who they were and purposes. 3. Interview parents as to their memories concerning their teenage years - race relations, politics, social development, trends, fads and fashions, television, music, etc. 4. Have a "Sock Hop" in the school gym. Students should dress in the styles of the fifties and early sixties and hold a contest for the best or most authentic dressed boy and girl. Play rock and roll from the time period and let students dance. Yearbooks from those years loaned by parents could be available for students to look through and parents could be invited. 5. Research and follow the desegregation process in examples such as lunch counters as in Charlotte and other major N.C. cities, elimination of separate public facilities such as restrooms and water fountains, schools in the late 1960's and early 70's. 6. Examine the Supreme Court Decisions of Brown v. The Board of Education of Topeka, Kan., 1954, stating the case, decision, and public reaction. Compare it with Swann v. The Board of Education of Charlotte, N.C. in the early 70's (Fed. Dist.Court) including public reaction.
The Population of North Carolina (pp. 408-419)	1. Using census data from 1950-1980 chart the growth of N.C. population: include age, sex, race, family size, location whether city or rural areas, educational level and career status. 2. Question several families as to their reasons for moving to N.C. rather some other state. Find out expectations, disappointments and areas of satisfaction. Also question someone who wishes to leave the state as to why and where.

(pp. 408-419) continued	3. Prepare a graph comparing N.C. population with the rest of the nation. 4. Determine if there is a movement from rural to urban areas or if the reverse is true. Why?
Economic Diversity and Trends (pp. 420-432)	1. Identify growing businesses in N.C. and skills and/or education currently in demand and in ten years. Suggest methods and locations for obtaining the necessary skills and education. 2. Have each student select a business to research. Students should determine its growth or demise since 1950 and suggest reasons to explain this course. 3. Write to the governor asking why he urges businesses to relocate to N.C. and to give names of specific corporations which have done so and the location of these in N.C. 4. Compare N.C. economic growth with other southern and northern states. 5. Examine N.C.'s role in the national and international economic environment.
Current Challenges and Prospects (pp. 433-475)	1. List problems which currently challenge the people and establishment of N.C: example might include crime rate, transportation, inflation, distribution of the tax dollars, quality education and urban revitalization. Small groups could be used with each investigating one problem. Contact the governmental department or agencies which would be responsible for meeting this challenge now or in the near future. 2. Survey parents and neighbors as to their opinion of the most pressing problem facing N.C. now and present findings in class.
State Government (pp. 476-492)	1. Chart the organization of N.C. state government identifying the individuals at each position. 2. Compare the services rendered by the state government with those by the local governments. 3. Have groups of students present the functions and basic information of each branch of the state government. 4. Request a speaker to discuss with the class the operation of state government. 5. Use "Mecklenburg on the Move" sound/filmstrip located in the media center. 6. Prepare a list of questions you would ask the Governor if he were in the classroom. Student and teacher may discuss these questions. 7. Clip news articles concerning local and state government activities.

NORTH CAROLINA: THE HISTORY OF AN AMERICAN STATE #4004

SCOPE AND COMPETENCY GOALS

Content: Scope	Competency Goals
I. The Land and Its Early People A. Geography B. Indians of North Carolina	1. The student will become aware of his state's geographic features and how this environment has determined lifestyles of early cultures and influences North Carolina's current economic development. 1.01 Determine economic results of N.C. geography based upon region of state 1.02 Understand why N.C. is called Variety Vacationland in terms of geography 1.03 Identify pre-Columbian contributions to N.C. culture 1.04 Explain differences between native population and Europeans in attitudes and utilization or natural resources.
II. Discovery and Exploration A. Spanish and French Explorers B. The First English Colonies	2. The student should learn the reasons for European exploration and expansion into America and in particular N.C. and early problems facing these Europeans. 2.01 Locate on a N.C. map areas of European influence in N.C. and show the determining effect of geography 2.02 Describe and distinguish among Spanish, French and English explorations and expeditions in N.C. 2.03 Define European reasons for venturing into the New World
III. Colonization A. Rivalry for Empire B. The Culpepper Rebellion C. Establishment of Carolina Under the Proprietors D. The Tuscarora War	3. The student will gain an understanding of the hardships and problems of establishing a colonial empire and regulating one. 3.01 Compare and contrast the European colonies in America in terms of location, economics and motivation 3.02 Describe the British struggle with the Spanish and Indians to gain a foothold in N.C. 3.03 Describe how trade influenced contacts with and among Indian cultures 3.04 Locate major colonial towns in N.C. and assess economic and political activities in N.C.
IV. Cultural Development of North Carolina: 1700-1775 A. Piracy in North Carolina B. Many Europeans Settle in N.C. C. Social Classes	4. Students shall become aware of the many nationalities which comprised the population of N.C. in the colonial period which are still present today, the reasons for growth and lifestyles in the colony.

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	4.01 Identify ethnic groups in N.C. and their impact on the N.C. character
	4.02 Compare and contrast N.C. social life with the New England and Middle Colonies
	4.03 Identify the various groups which made up the social strata of colonial life
	4.04 Know the impact of piracy on N.C. during the colonial period.
	4.05 Identify various European groups of settlers who influenced colonial life
V. The Revolutionary Era: 1715-1800 A. Expansion South and West B. Regulators and Revolutionaries C. A New State of the Union	5. The student will know the basic causes for the growth of dissent in the American colonies, extent of conflict as it developed in N.C., N.C.'s role in the Revolution and her position as a member of the newly formed U.S. government
	5.01 Describe the involvement of N.C. citizens in England's conflict with the French
	5.02 Describe the conflict of the colonists in N.C. over the separation with England
	5.03 Distinguish between immediate and long term reasons for the Revolution in N.C.
	5.04 Identify and indicate the importance of several North CArolinians during the war
	5.05 Indicate the relationship between N.C.'s Halifax Resolves and the Declaration of Independence
	5.06 Identify from a general list of problems those faced by N.C. after the war
	5.07 Describe the government under the Articles of Confederation
	5.08 State reasons why N.C. initially refused to ratify the U.S. Constitution
	5.09 Give reasons why the Federalist and Republican parties developed
	5.10 Explain why the Constitution came to replace the Articles of Confederation
VI. The State Asleep and Awake A. The Republican Era B. The Age of Reform C. Education and Literature	6. The student shall learn major trends, developments and problems which N.C. faced in the first half of the nineteenth century.
	6.01 Explain the effects of the War of 1812 on N.C.
	6.02 Explain the significance of Archibald Murphey's plan for progress
	6.03 Explain the significance of the "Trail of Tears."

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	6.04 Describe the relationships among the following: a. rise of towns b. growth of trade and industry c. population increases
VII. National Crisis: 1787-1877 A. Collapse of the National Compromise B. North Carolina and the Civil War C. Reconstruction	7. Students will gain an understanding that the crisis leading to and the occurrance of the Civil War dramatically influenced N.C. politically, socially and economically and totally altered traditional N.C. lifestyles. 7.01 Describe the history and status of blacks in N.C. during this period 7.02 Identify and state the importance of: a. The Liberator and Garrison b. John Brown c. Dred Scott Case d. The Republican Party e. Slave Codes f. The Impending Crisis of the South 7.03 Locate on a map Union, Confederate and border states 7.04 Describe the various opinions of North Carolinians on the eve of war 7.05 Understand the long term and immediate causes of the war 7.06 Compare and contrast relative strength of the Union and Confederacy 7.07 Assess political and military importance of a. election of Lincoln b. firing on Fort Sumter c. Emancipation Proclamation d. blockade of Southern harbors 7.08 Indicate N.C. reasons for secession 7.09 Evaluate the effects of fighting on a. productive capacities of Union and Confederates b. civilians populations of the Union and Confederate states 7.10 Evaluate the effects of Reconstruction on race relations and views towards Republicans and the people of N.C.
VIII. Rebuilding the State A. Moving into the National Economy B. North Carolina Moves to the City C. Triumph of the Conservative Democrats	8. Students will learn that in the years following the Civil War until the turn of the century, N.C. faced a period of economic growth and wrestled with serious social problems. 8.01 Compare and contrast a given N.C. city in 1820 to 1900

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	8.02 Identify and state the importance of a. George Vanderbilt b. James B. Duke c. R.J. Reynolds 8.03 Demonstrate the rise in early labor unions 8.04 Examine the efforts of political groups moving toward white supremacy 8.05 Assess the technological advances formed in the late nineteen-hundreds
IX. Into the Twentieth Century: 1900 - 1950 A. Progressive Era B. North Carolina in World War I C. The Twenties D. A Moderate State in a Liberal Nation E. World War II F. Political Changes G. Upward Path of Education	9. Students will be made aware of the difficulties encountered by North Carolinians in the modern era yet with the ever-present progress growing and maintained. 9.01 Describe the political alignment and issues of the Progressive Era 9.02 Describe conditions attacked by the Progressive: a. child labor b. long hours,low pay c. unsafe conditions and unclean facilities 9.03 Describe and give reasons for the extent to which North Carolianians participated in movements and events of the period 9.04 Describe N.C.'s role in World War I: a. Fort Bragg b. Old Hickory Division c. Red Cross 9.05 Describe N.C.'s reaction to the 19th Amendment and other political changes of the period 9.06 Explain the causes of the Great Depression and how they affected N.C. as compared to other states 9.07 Evaluate the policies of and the lasting effects of the New Deal legislation 9.08 Describe N.C.'s contribution to World War II 9.09 Explain some changes which World War II brought to women, blacks and farmers
X. North Carolina in a Changing World A. Recent Achievements B. The Population of North Carolina C. Economic Diversity and Trends D. Current Challenges and Prospects E. State Government	10. Students should become informed about the development of N.C. socially, politically and financially since 1950 and influences which have helped develop individual thoughts and actions. 10.01 Evaluate a list of important social changes affecting the people of N.C. and the nation since 1950

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	10.02 Be able to create a list and assess said list of problems facing modern urban environments
	10.03 Evaluate the importance of technological innovations and their implications since 1950
	10.04 Evaluate a list of major political and social changes which have occurred since 1950
	10.05 Assess N.C.'s role in international and national economics
	10.06 Be able to explain the basic operation of and division of state and local governing authority